



TENNESSEE DEPARTMENT OF

**EDUCATION**  
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## Foundations of Interior Design

<b>Primary Career Cluster:</b>	Architecture & Construction
<b>Consultant:</b>	Rachel Allen, (615) 532-2835, <a href="mailto:Rachel.Allen@tn.gov">Rachel.Allen@tn.gov</a>
<b>Course Code(s):</b>	6014
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	9
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
<b>Programs of Study and Sequence:</b>	This is the first course in the <i>Interior Design</i> program of study.
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="http://tn.gov/education/cte/work_based_learning.shtml">http://tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	050, 051, 154, 450
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/ArchitectureConstruction.shtml">http://www.tn.gov/education/cte/ArchitectureConstruction.shtml</a>

### Course Description

*Foundations of Interior Design* is the first course in the *Interior Design* program of study intended to prepare students for careers in residential and commercial interior design. Standards in this course include career exploration of various options within the interior design industry as well as an overview of the history of architecture and design. Projects will involve individual and team assignments. Upon completion of this course, proficient students will be able to analyze and demonstrate the elements and

the principles of design, and apply these concepts using sketching techniques in the creation of perspective floor plans. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.\*

## Program of Study Application

This is the foundational course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

## Course Standards

### Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
  - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
  - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
  - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN Reading 3, 4; TN Writing 4; FACS 11)

### History of Architecture and Interior Design

- 2) Synthesize research from textbooks, interior design magazines, and professional journals to create an annotated timeline or visual graphic illustrating significant time periods in the development of architecture from the beginning of civilization to the present. (TN Reading 3, 7; TN Writing 2, 9; FACS 11)
- 3) Research and summarize in a clear and coherent informational artifact (e.g., a brochure, poster, fact sheet, narrative, or presentation) the influences of major interior designers or architects and their contributions to the design industry. Include the designers' names, major contributions, and examples of their works. (TN Reading 2, 9; TN Writing 2, 4, 7, 9; FACS 11)
- 4) Identify and compare distinguishing features of furniture styles from the medieval period to the present. Classify historic period in a graphic format based on the construction features, design elements, materials and functions. (TN Reading 2, 4, 7)

### Trends in Design

- 5) Research trends in interior design using trade journals, design magazines and internet sources. Create an annotated display that visually illustrates current trends in flooring, window

treatments, appliances, kitchen and bathroom design, colors and lighting. (TN Reading 1, 5, 9; TN Writing 7, 8, 9)

- 6) Research the principles of green design and responsible design and sustainable design. Evaluate the cost, benefits and challenges posed by using green design. Create a chart comparing traditional products to environmentally responsible products. (TN Reading 7, 8, 9; TN Writing 7, 9; FACS 11)

### **Career Investigation**

- 7) Identify and analyze career pathways within the Interior Design program of study. Cite supporting evidence from textbooks, interior design magazines, and professional journals to summarize the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys and analyze the results. Compose an essay, describing the relationships between personal career aptitudes and careers in interior design. Careers may include, but are not limited to, the following:
  - a. Interior Designers
  - b. Textiles Designers
  - c. Industrial Designers(TN Reading 1, 2, 3, 7, 9; TN Writing 2, 4, 8, 9; FACS 1, 11)

- 8) Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and trends in the interior design industry. Synthesize collected data to develop a graphic illustration comparing occupations by education requirements, job availability, salaries, and benefits. (TN Reading 2, 7, 9; TN Writing 4, 8, 9; FACS 1, 11)

### **Principles and Elements of Design**

- 9) Analyze the elements of design in the context of interior design by evaluating their effect and application in interiors, furnishings, and accessories.

Elements:

- a. Line
- b. Shape/Form
- c. Space /Size/Stability
- d. Value
- e. Color
- f. Texture

(TN Reading 3; FACS 11)

- 10) Illustrate the principles of design by creating an informational artifact that represents the selection and arrangements of interiors, furnishings, and accessories using those principles.

Principles:

- a. Unity
- b. Harmony
- c. Balance
- d. Rhythm/Repetition
- e. Contrast/ Variety

- f. Dominance/Emphasis
  - g. Gradation
- (TN Reading 3; FACS 11)

- 11) Drawing on the application of color theory in interior design, analyze the color wheel to identify techniques that achieve desired hues, values, intensities and color schemes. Demonstrate the ability to coordinate colors to create unity in furnishings, backgrounds, and accessory samples in various color schemes. (TN Reading 3; FACS 11)
- 12) Research the psychological characteristics of colors, comparing and contrasting the differences in warm and cool color palettes. Illustrate and describe in a written narrative how color is measured in hue, value, and intensity, and how these properties combine to produce specific psychological characteristics. Produce examples that demonstrate how and why color hues may be used in certain areas of a floor plan. (TN Writing 2, 4; FACS 11)

### **Traffic Patterns & Floor Plans**

- 13) Examine the guidelines for space planning and traffic patterns in residential structures. Create a list of typical rooms in a residence, describing the desired characteristics and space requirements for each. (TN Writing 4, 8; FACS 11)
- 14) Assemble a design of a room using hand sketch techniques to create a floor plan, including outlining space planning guidelines and traffic patterns. Write a narrative describing the room's design concept, highlighting where the principles and elements of design and color theory have been applied. (TN Writing 2, 4; FACS 11)
- 15) Analyze examples of dimensional floor plans and architectural blueprint symbols and explain how interior designers use them throughout the design process. Demonstrate the ability to consult and interpret blueprints in order to aid in the drafting of hand sketches of floor plans. Compile the sketches completed in the course with other artifacts for inclusion in a design portfolio to be updated throughout the program of study. (TN Reading 3, 4, 7; FACS 11)

### **Interior Design Portfolio**

- 16) Gather examples of professional portfolios from contemporary interior designers, retrieved from designers' webpages, CVs, or postsecondary design schools. List the items that are often included in an interior design portfolio. Write a short paper describing the benefits of keeping a professional portfolio. (TN Reading 1, 4; TN Writing 2, 4; FACS 11)

## **Standards Alignment Notes**

\*References to other standards include:

- TN Reading: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).

- Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6, 8, and 10 at the conclusion of the course.
- TN Writing: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 1, 3, 5, 6, and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.